

SEATTLE PREK-3RD ACTION PLAN IMPLEMENTATION: 2011-2013

DRAFT: JUNE 20, 2011

PLANNED ACTIONS

A. Plan for Families & Education Levy Elementary School Block Grants

Overview

Funding from Seattle's Families and Education Levy plays a major role in expanding early learning access and quality in our community. Voters will be asked to renew the levy at a higher level in November 2011, and one of the biggest proposed changes is the addition of PreK-3rd elementary school grants and additional early learning funds. Planning for implementation of that new levy is already underway, and the PreK-3rd Partnership will help guide the planning effort. It is expected that the elementary grants would encourage schools to forge explicit linkages with PreK, either integrated into the school, on-site at the school but run by a community partner, or nearby in the school's attendance catchment area.

Rationale

Levy elementary school grants and early learning enhancements present a significant opportunity to expand PreK-3rd in Seattle.

B. Complete Revision of SPS PreK Alignment Lease Agreement and Renewal

Overview

Seattle already has a PreK-3rd asset upon which it can build: 24 PreK programs serving children on its school campuses, which are run by community partners. These PreK programs pay no rent to the district, in recognition of the district's interest in the availability of affordable PreK for its future students. All of these programs sign "Alignment Agreements" with the district in order to receive their rent-free status. SPS is working with partners to revise these agreements to increase the linkages and cooperation between on-site PreKs and elementary schools. This single, high-leverage step will both communicate the district's commitment to PreK-3rd linkages and increase collaboration between PreK and elementary school for incoming SPS Kindergarteners.

Rationale

- Alignment contracts govern schools' relationships with on-site providers of PreK, thereby representing a powerful lever for driving PreK-3rd changes.
- Alignment contracts will include provisions that foster alignment and enhance collaboration between programs and schools.
- Alignment contracts can assist in developing stronger feeder patterns by requiring programs to prioritize enrollment of children living within the school boundaries.

C. Develop PreK-3rd English Language Learner (ELL) Education Strategy

Overview

This past fall, 837 children started Kindergarten in Seattle Public Schools as English Language Learners – children whose first language is not English and whose English language skills need to improve in order for them to thrive in school. They represent about one out of every five children entering Kindergarten. The goal is for these children to attain English language mastery as quickly as possible, and many are successful; yet a significant number of these children are still struggling with English in 3rd grade and beyond. These struggling children are "long-term English language learners," and the PreK-3rd Partnership is committed to reducing their numbers. We will find ways to serve these students beginning in PreK and serve them better in early elementary school so that more of them attain

English language mastery quickly. At the same time, we honor these children's home language as a wonderful asset, and we seek strategies to help them retain competence in their home language so that they will be truly bilingual.

Some steps will be implemented district-wide, while other more complex or innovative approaches will be piloted in schools receiving elementary levy grants.

Rationale

- Improving education quality for PreK-3rd ELL students will reduce the achievement gap.
- Improved outcomes for ELLs will create efficiency: get it right in the early years and save money later.

D. Establish Continuum of PreK-3rd Assessments**Overview**

To determine progress and effectiveness of our PreK-3rd efforts, we need a consistent and aligned suite of assessments to (1) inform teachers on student progress day to day; (2) provide a basis for program evaluation and continuous improvement, and (3) help target professional development. To ensure that we are helping children gain the skills and knowledge they need, assessments must align with national, state, and local standards; align with each other grade/level to grade/level; be easy to administer; and provide results that are easy to interpret. Seattle is ahead of the curve nationally because our SEEC-affiliated PreKs and our elementary schools already use periodic assessments. We commit through this project to examine whether we are using the right assessments and whether our assessments are aligned. This work will be accelerated by the arrival of WaKIDS, which is providing a robust Kindergarten entry assessment.

Rationale

- Implementation of WaKIDS will be supported largely by state funds and will provide the opportunity for the PreK-3rd partners and SEEC to review and align their assessment tools and practices across PreK through Kindergarten and with state and national standards.
- Appropriate assessments will drive program improvement and strategic resource allocations across the PreK-3rd continuum.
- Assessment of young children is a relatively new practice, and we should continuously monitor the assessment system to ensure that it is developmentally appropriate and useful.

E. Establish PreK-K Transition Profiles**Overview**

Transition from PreK to Kindergarten is a big step for young children and their families. There is no standard format and process for PreK teachers to document the previous early learning experiences and family contact information. Without this, receiving kindergarten teachers must depend on early assessments and time to get to know each child's approaches to learning, skills and knowledge they bring to kindergarten. Children, families and Kindergarten teachers all benefit when core information about the child, contact with families, and their early learning provider are made available through use of a transition profile.

Rationale

- Children learn best when each new experience builds on their previous learning and prepares them for what they will learn next.
- The PreK-K transition profile will help PreK teachers organize and communicate key information about the child along with contact information for the family and provider.
- Children arrive at Kindergarten having had many different types of learning opportunities. Information provided in a K transition profile will support teachers to relate easily to children and inform planning and how they approach children and engage families.

F. Establish Elementary School Performance Feedback to SEEC Preschools

Overview

In order to identify what support and professional development are needed in early learning, we first need to know how children who have participated in PreK are doing upon entry to Kindergarten and throughout K-3rd. Developing the ability for SPS to share data about how children are doing with early learning providers will help inform both the providers and the Partnership on the strengths and areas of growth for teaching staff.

Rationale

- PreKs will benefit from knowing how their “graduates” fare at entry and throughout elementary school.
- District/SEEC partnership can then identify and provide professional development, training and support to members in both interpreting and responding to the data.
- Aggregate data will assist the PreK-3rd partners in developing differentiated professional development and support that meets the needs of providers based on results.

G. Establish SEEC Branding to Communicate Program Quality & Affiliation to Families

Overview

The partners propose to create a brand and marketing plan for SEEC that would communicate with families that SEEC-affiliated programs aspire to high quality standards and linkages with elementary schools. This should enable families to make more informed choices and may also encourage PreKs to join SEEC.

Rationale

- Provides vehicle for communicating with families about PreK-3rd, alignment, and quality.
- Signals that City and district are cooperating to improve early education.
- Attracts additional providers to become SEEC affiliated.
- Demonstrates PreK-3rd focus with community partners.

H. Deepen Professional Development Integration

Overview

The City and the district have already made important strides in sharing and coordinating their professional development opportunities for PreK-3rd educators. This project would extend that collaboration with a goal of building common expectations, instructional approaches and strategies, assessment and use of data to inform instruction across the PreK-3rd continuum.

Rationale

- Professional development is essential for improving PreK-3rd quality, alignment, and consistency.
- The state’s early learning plan also prioritizes integrated professional development, which will hopefully increase resources and opportunities to fulfill this project’s objectives.

I. Deepen Education and Engagement with Families

Overview

As PreK-3rd comes to life, family outreach and engagement will ensure that our strategies and practices are informed by true family needs and that families are effective in their role as their children's first teachers. This work complements initiatives by partner entities (e.g. SEEC, SPS, Atlantic Street Center, SOAR, CCR&R, Thrive by Five, new federal focus for Head Start, and others).

Rationale

- Ensure families understand the importance of the PreK-3rd continuum, as the value of their continuous involvement and defined pathway for how they can stay involved year to year does not currently exist.
- Community based organizations often have rich contacts and programs with and for families that afford rich opportunities for schools that they are currently not connected to.
- Deepening education and engagement of families will require the PreK-3rd partners and parent representatives to work together to develop a common outreach with communication tools that provide families with information and a pathway for staying connected and involved.

J. Invent a Seattle Public PreK Education Model that Braids Funding Sources

Overview

Fractured funding sources for early learning have resulted in a fractured delivery system that is difficult for families to navigate and segregates children by income level. The PreK-3rd Partnership aims to facilitate the creation of high quality PreK programs that welcome children regardless of family income.

Rationale

- Integrated preschools provide better education for children.
- Families should be able to focus on quality, not on which program serves their family income.
- Neighborhood-based programs will be easier to align with neighborhood-based elementary schools.

Action Plan Implementation: Work Plan

	Project	Implementation Steps	Scale	Timeline	Lead(s) and/or Team	Resources Needed
A	Plan for Families & Education Levy Elementary School Block Grants	<ul style="list-style-type: none"> • Planning Group for Block Grants to include City, SPS, and community representatives • City to conduct seminars for schools in summer '11 to introduce grant program goals 	<ul style="list-style-type: none"> • 3 schools in 2012-13 SY would receive levy grants • Levy funds would reach all Title I Schools during the period of the Levy 	<ul style="list-style-type: none"> • Planning: June – August '11 • Start implementation levy-funded sites in 2012-13 	<ul style="list-style-type: none"> • City of Seattle Lead: Kacey Guin • SPS Lead: Mary Seaton & Kimberly Kinzer co-lead • Team: TBD 	<ul style="list-style-type: none"> • Levy grants dependent on passage of levy; currently estimated block grants at \$150,000-\$200,000 per school
B	Complete Revision of SPS PreK Alignment Lease Agreement & Renewal	<ul style="list-style-type: none"> • Complete the work that is underway: <ul style="list-style-type: none"> ○ Match timeline for renewal with district required goal setting structure for schools (CSIPs) ○ Include language in lease re: prioritizing families living within school boundaries and expectation to refer families to programs feeding into their local school ○ Clarify City and SPS roles with regard to alignment, accountabilities, and contract management 	All 24 SPS schools that have community PreK providers	<ul style="list-style-type: none"> • Planning: May-June '11 • Lease renewal and new provider application process in place by July 2011 • Approval of lease contract agreements for 2012-13 SY 	<ul style="list-style-type: none"> • Leads: Mary Seaton (Courtney Cameron post 8/31) & Susan Hall, SPS • City representatives: Sandria Woods-Pollard, Kathleen Groshong, Lori Chrisholm • The Learning Partners Group representatives 	No additional resources needed

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C	Develop PreK-3rd ELL Education Strategy	<ul style="list-style-type: none"> • Convene City/SPS planning team to identify strategies and key opportunities to integrate within block grants and existing SEEC District early learning PD • Engage immigrant and refugee communities in process of identifying and designing family engagement and program strategies • Align dual language strategy with Head Start 	<ul style="list-style-type: none"> • Some strategies would reach all Seattle elementary schools, others would be piloted in elementary grant schools 	<ul style="list-style-type: none"> • Planning: June-Sept '11 • Execution: 2012-13 SY 	<ul style="list-style-type: none"> • City: Isabel Munoz-Colon (lead), Sonja Griffin • SPS: Veronica Gallardo (lead), Bernardo Ruiz, Kimberly Kinzer, Family Support staff & Courtney Cameron, Sally Telzrow or designee (SPS Ready to Learn), SPS Head Start 	Funding for research, expert advice, etc.
D	Establish Continuum of PreK-3rd Assessments	<ul style="list-style-type: none"> • Establish core City/SPS Work Group • Catalog current assessments, identifying what each measures, and establish process for organizing results for PreK through K • Review Head Start Child Outcomes Framework (released Feb 2011); consider Head Start tools • Ensure alignment with standards • Identify and recommend suite of PreK-3rd learning assessments and roll-out plan • Same group would support and promote full implementation of WaKIDS 	Initiate with SEEC and state-funded FDKs, expanding to district-wide over three years	<ul style="list-style-type: none"> • Work group during summer and fall 2011 • Roll out new suite of assessments for 2012-13 SY • Implement district-wide 2014-15 	<ul style="list-style-type: none"> • City: Sonja Griffin • SPS: Eric Anderson, Mark Teoh • SEEC Assessment Work Group • Teachers from PreK-3rd continuum 	Funding for staff time and consulting expertise

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E	Establish PreK-K Transition Profiles	<ul style="list-style-type: none"> • Complete development of PreK-K Transition tool • Pilot the tool • Share results of pilot with the SEEC Assessment work group, PreK-K Collaborative, SPS Capacity Building Cohort, Alignment Providers¹ • Identify adjustments of elements that would be consistent and those which could be individualized (e.g. parent permission for exchange of information) prior to broader use 	<ul style="list-style-type: none"> • Information about the process, results and review will be included in PD and Provider group meetings with an eye toward broader implementation in the in the 2012-13 school year 	<ul style="list-style-type: none"> • SPS Head Start is piloting use of the tool by fall 2011-12 SY • Voluntary implementation will be promoted with SEEC providers, SPS Capacity Building Cohort, Alignment Providers in 2012-13 	<ul style="list-style-type: none"> • Lead: Laura Garcia and Kimberly Kinzer (SPS Head Start and Early Learning Team) • Team: partnership with the SEEC Assessment work group, PreK-K Collaborative, SPS Capacity Building Cohort, Alignment Providers 	Unknown
F	Establish Elementary School Performance Feedback to SEEC Preschools	<ul style="list-style-type: none"> • Identify assessment data points and process or tools for sharing or making it available to affiliated programs • Determine whether SPS or City will collate data by PreK • Coordinate identified assessment categories and organization with those developed via the State P-20 data system 	All SEEC affiliated programs	Stretch goal: Complete in time to transfer 2011-12 data	<ul style="list-style-type: none"> • City: Sid Sidorowicz (lead), Sonja Griffin • SPS: REA-Eric Anderson (lead), Mark Teoh • Someone from SPS Teaching and Learning side? 	May need funding for city or SPS staff time

¹ The Alignment Providers are providers affiliated with both SPS and the City who have programs located in Seattle Schools. The affiliation with SPS comes with requirements for the program to align with educational goals and programs at the school. This allows SPS to lease the space at no cost to the provider. The affiliation with the City comes with requirements such as licensing, and quality standards so they can accept City subsidies.

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G	Establish SEEC Branding to Communicate Program Quality & Affiliation to Families	<ul style="list-style-type: none"> Design promotional materials that showcase PreKs' participation in SEEC and how it's linked to elementary schools Engage City and SPS Communications, as well as SPS Family Engagement and Readiness To Learn, Parent Leaders, and community partners to develop launch and support implementation 	Target communities and families in areas with SEEC PreK programs	<ul style="list-style-type: none"> Planning/design: July – August 2011 (pending private funding) Printing/ Distribution: August-Sept 2011 (prior to start of school year) 	<ul style="list-style-type: none"> City: Sonja Griffin (lead) SPS: Mary Seaton (lead), Aquinetta Williams, Bernardo Ruiz, and Sally Telzrow; representatives from Communications and Legal 	<ul style="list-style-type: none"> \$10,000 for professional branding plan \$2,000 printing
H	Deepen Professional Development Integration	<ul style="list-style-type: none"> Utilize Capacity Building Cohort co-teachers/leaders in supporting engagement or use of instructional strategies (mentoring, developing teaching labs, piloting new approaches or use of tools) Create a Forum for PreK/K/1/2/3 teachers to build relationships and learn key content and strategies to develop common understanding, share best practices, and problem solve Engage SEEC work groups to provide input on core topics, instructional strategies, and cultural competency Create Leadership Institute to work with principals and leadership on key concepts, core instruction and quality indicators. 	<ul style="list-style-type: none"> All SEEC PreKs and PreKs located in SPS schools K-3 staff and principals at Title I elementary schools 	<ul style="list-style-type: none"> Initiated in 2011-12 SY Expanded to include mentor teachers/lab model sites by 2012-13 	<ul style="list-style-type: none"> SPS: Kimberly Kinzer (lead) City: Sharon Knight (lead) Community partners: UW, Head Start, CCR 	May need some funding to cover staff time and consulting expertise

	Project	Implementation Steps	Scale	Timeline	Lead(s) and/or Team	Resources Needed
I	Deepen Education and Engagement with Families	<ul style="list-style-type: none"> • Convene cross sector Work Group to inventory existing outreach and communication tools and staff allocated to this work; and identify key messages and themes • Work with Early Learning Communications Round Table and SPS Communications to organize communications package and plan to disseminate messages • Integrate with SPS family symposiums 	Model at pilot schools; expand to City/district-wide	Convene cross sector Work Group by June 2011	<ul style="list-style-type: none"> • New NSF/LEVF to co-facilitate • City: Sonja Griffin (lead), new HSD Program Manager? • SPS: Bernardo Ruiz (lead), Aquinetta Williams, Ron McGlone, new HS Parent, Sally Telzrow or designee • Representatives from selected partners 	Unknown
J	Invent Seattle Public PreK Education Model that Braids Funding Sources	<ul style="list-style-type: none"> • Establish vision and goals • Convene Work Group including all 5 Head Start grantees and UW • Seek high level support, including Mayor, Superintendent, legislators, and HS Region X Program Manager • Design method for blending and braiding funding to create fiscal structure capable of enrolling all 4 year old kids in the same classroom regardless of income • Ensure all students are pre-enrolled in SPS with unique SPS ID 	<p>Aim for framework and staff pilot in sites using new levy investments in 2013–14 school year</p> <p>Long term: all public PreKs</p>	New framework to be in place by spring 2012 so that new levy investments can support the roll-out	<p>NSF/LEVF to convene team members – appoint lead</p> <p>Potential team members:</p> <ul style="list-style-type: none"> • Region X Head Start • UW – Gail Joseph • ECEAP (DEL) • Puget Sound ESD • SPS Title I 	<ul style="list-style-type: none"> • Requires analytical support • Interagency verification and agreement on plan for how funding will be integrated and tracked • Need central fiscal support to analyze, implement, and maintain payment/subsidy program

ACTIONS TO HOLD

Accelerated WaKIDS Implementation

- Implementation beyond what the state funds; but how much and the source of funds have to be determined
- Hold until the extent of WaKIDS funding by the Legislature is known
- Coordinate with CCER, which is working on this goal

Align Standards

- Build on SEEC, state and national standards work that is underway
- Hold until the state and federal timelines for standards are known

Multi-tiered System of Support

- Common framework that could have several models
- Could tie to Levy?
- City does not have current capacity to establish the models

Other Opportunities for Potential Partnership

- UW Head Start Technical Assistance Grant
- Promise Neighborhoods

OUTSTANDING ISSUES

PreK teacher salaries